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This pamphlet shows school personnel how to apply successfully for Federal grants to finance improvements in educational programs. Advice is given on the importance of evaluating needs, objectives, and procedures as a prerequisite to writing a proposal. Next, suggestions for writing a good proposal are made, including references to the need for considering project feasibility, content, dissemination, time sequence, and appearance of the proposal to be submitted. A list of 18 Federal programs contains information on program titles, purposes, submission deadlines, and names and addresses of the appropriate agencies from which information may be secured for each program. An index of 102 possible types of projects in the general areas of equipment and materials, facilities, health services, programs and projects, research and development, special programs, and training, is provided along with an indication as to which of the 18 Federal programs each might be funded under. A short bibliography lists books and articles relevant to making project applications. (TT)

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CALIFORNIA TEACHERS ASSOCIATION
RESEARCH DEPARTMENT

Improving the School Program Through the Effective Use of Federal Funds

EA 002 057

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IMPROVING THE SCHOOL PROGRAM THROUGH THE EFFECTIVE USE

OF

FEDERAL FUNDS

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SUPPLEMENTARY RESEARCH REPORT

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EVALUATION - THE FIRST STEP

An Overview

"Would you tell me, please, which way I ought to go from here?" asked Alice in Wonderland. "That depends a good deal on where you want to get to," replied Chesire Cat. "I don't much care where . . ." said Alice. "Then it doesn't matter which way you go," said the cat. ". . . so long as I get somewhere," Alice added as an explanation. "Oh, you're sure to do that," said the cat, "if you only walk long enough."

Many educators are like Alice in Wonderland. They sometimes exhibit a lack of direction when assessing student needs and planning appropriate curriculum changes. A large investment of time, talent, and money is being made in education today to develop new programs; and too often these innovations are implemented in good faith without the necessary amount or degree of planning.

Meaningful evaluation must assess more than just the instructional phase of an educational program. Evaluation techniques must be employed which provide the planning team with sufficient and reliable information for making decisions relative to the establishment of priority needs, the development of program objectives and the procedures employed to realize these objectives, as well as the economic feasibility of the intended program.

Attempts to improve education must not be solely dependent upon the receipt of or the prospect of receiving "outside" funds. Attempts to improve education must be motivated by a sincere desire for quality. Whatever their motivation, education planners often turn to "federal" programs for financial assistance and one result is a "jump" at federal funds before they (the planners) really know where they are or where they want to "land".

Only after the needs, objectives and procedures have been rationally established and evaluated is the planner ready to seek the most appropriate funding source. A call to your area supplementary educational center may be helpful.

HOW TO WRITE A GOOD PROPOSAL

The importance of quality in the preparation of a proposal is dramatized when one realizes that funding decisions are heavily influenced by the degree of competence evidenced in the preparation of the application. The written proposal or document constitutes the only communication between the applicant and the reviewers. The quality of writing is likely to be used by the reviewers as a basis for judging the calibre of planning and implementation procedures to be employed in the project.

There are more than 260 different federal funding programs and over 1700 private funding agencies which support a wide variety of educational projects. Obviously not all applications are approved, but one must at least "get in the game" if he expects to receive a portion of the funds available.

At least two kinds of responses can be elicited from program reviewers. One response is positive and the other negative. Naturally, the writer wants to bring about a positive response. To gain approval, one needs to convey that the proposed program has merit, that it is well planned, that it warrants priority, that it will be accomplished by competent professionals, and that it is feasible. He is asking a neutral person to endorse his proposal; he must convince the reader that the proposal represents a sound investment.

Governmental agencies or private foundations seek similar kinds of information when judging project applications. Most require the use of an application form and furnish guidelines for the preparation of the application. When applicable, one should be certain to use the most recent set of guidelines when applying for funds.

Need

The need which the proposed program purports to resolve is of critical importance in the application document. It is important to state with clarity what the need is and to put that need in meaningful perspective. How does the need in question relate to other needs? What is its priority? Answers to these questions should be substantiated by convincing documentation, whenever possible.

Objectives

Also of critical importance in the application document are the program objectives. Often project reviewers turn first to the objectives to determine what the applicant intends to do. If the objectives are concisely stated and without serious weakness, the reviewer will be satisfied to read on to learn how those objectives will be implemented and evaluated. Objectives must relate to the needs for the program. A frequent error in writing good viable objectives is to construct them in vague or unmeasurable terms. Program objectives must represent comprehensive planning and effective expression of the purposes for the program. When possible, it is preferable to state objectives in performance or behavioral terminology.

Procedure

What is it that must be done in order to solve the problem or meet the need? A rational decision must be made which provides credence to the selection of the specific procedures which are appropriate for the objectives of the project. The selection of the procedure is critical. Educators tend to identify solutions and then go shopping for a need rather than making the solution responsive to a specific need. Can the success of the solution or procedure be evaluated? When the program is implemented, can it be determined

if the problem or need has been solved or reduced? This illustrates the importance of constructing objectives in measurable terms. "Can it be managed?" Can one bring to bear the forces that are necessary to manage it--to make certain that the program runs on track in the time period that has been allocated?

Feasibility

Is the project economically feasible? How relevant and practical is it? What are the chances of success? How usable is it at the national, state or regional level? What about the human element? Is the staff appropriate to effectively conduct the program? The extent to which the project can be duplicated is a factor which will be heavily considered. Educational jargon should be avoided.

Content

How long should it be? When in doubt it is usually better to include relevant information in the proposal than to omit it. Reviewing dates are usually few and far between and omission of critical information might delay approval of the project and result in misconceptions that are hard to correct.

Avoid crowding detail into the main body of the proposal. Use appendices to accommodate auxiliary information. Copies or samples of measuring instruments that are to be used should be included.

Dissemination

How will information about the project be disseminated? Is the word spread only when it is good, or will people be informed if the program fails? Can you prevent somebody else from making the same mistakes? The information disseminated should be reviewed by the staff participating in the project to help insure an honest, accurate appraisal and to avoid the dissemination of premature results.

Time Line

It is helpful to include a time line for the major elements of the program. What is to be done and when will it be accomplished? This allows the reader to get the big picture of what it is one wants to do. A portion of the time line should be devoted to a ready plan. What preparatory steps have been taken to insure program continuity and flow so that if funded, one can move directly into the program with a minimum of interruption? What is to be done between the time the application is submitted and the proposed starting date for the project?

The program starting date should be realistic in terms of available personnel, equipment needed, and facilities; generally the starting date should be set at least three to four months after the submission deadline.

Appearance

How important is the appearance of the application document? Some documents are very attractive. They are done in spiral bindings with printed covers and multilithed text. One cannot say a reader will be unimpressed by this, but certainly it is not essential. Frequently the spiral bindings and cover are removed to facilitate the evaluation procedure. The document should be organized to assist the reader in locating the various sections. Simple dittoed or mimeographed proposals have and will continue to be approved. Certainly the major effort should be on legibility, readability, and clarity of presentation.

Final draft copies of the application should be read and critiqued by several persons. Revisions and changes may be necessary to insure that consistency of thought and planning characterizes the entire document.

It is hoped that the individual who decides to "get in the game" will secure appropriate consideration of his idea, but only by building a meaningful, believable, honest story will the application provide the funds necessary to improve an educational program.

1
INDEX NUMBER

TITLE OF PROGRAM: Financial Assistance to Local Education Agencies for the Education of Children from Low-Income Families
Title I E.S.E.A. - P.L. 89-10

PURPOSE: To encourage and support the establishment, improvement and expansion of programs designed to meet the special needs of culturally and educationally disadvantaged children from low income families.

SUBMISSION DEADLINE: Date set each year

INFORMATION MAY BE RECEIVED FROM: Dr. Wilson Riles, Director
Compensatory Education
1108 "0" Street
Sacramento, 95814
Phone (916) 445-2590

2
INDEX NUMBER

TITLE OF PROGRAM: School Library Resources, Textbooks, and Other Printed and Published Materials
Title II E.S.E.A. - P.L. 89-10

PURPOSE: To provide grant money for the acquisition of school library resources for use by children and teachers in public and private schools.

SUBMISSION DEADLINE: November 1

INFORMATION MAY BE RECEIVED FROM: Dr. Harry Skelly, Chief
Bureau of Audio/Visual & School Library Education
721 Capitol Mall
Sacramento, 95814
Phone (916) 445-2622

3
INDEX NUMBER

TITLE OF PROGRAM: Supplementary Educational Centers and Services - Title III E.S.E.A. - P.L. 89-10

PURPOSE: To stimulate planned change in education. To provide Supplementary Educational Centers and Services intended to promote change in the classroom. Key words are: Innovation and Exemplary School Programs.

SUBMISSION DEADLINE: Not yet confirmed (Tentative, February 1)

INFORMATION MAY BE RECEIVED FROM: Mr. Merryl L. Powell, Chief
Program Planning & Development
1320 "K" Street
Sacramento, 95814
Phone (916) 445-9317

4
INDEX NUMBER

TITLE OF PROGRAM: Grants for the Education of Handicapped Children
Title VI E.S.E.A. - P.L. 89-10

PURPOSE: Grants for assisting in the initiation, improvement, and expansion of special educational and related services for handicapped children at the pre-school, elementary, and secondary levels.

SUBMISSION DEADLINE: Varied

INFORMATION MAY BE RECEIVED FROM: Dr. Arthur E. Phelan, Chief
Bureau of Program, Development & Evaluation
Director of Special Schools & Services
721 Capitol Mall
Sacramento, 95814
Phone (916) 445-4036

5
INDEX NUMBER

TITLE OF PROGRAM: Financial Assistance for Strengthening Instruction in Science, Mathematics, Modern Foreign Languages and Other Critical Subjects - Title III N.D.E.A. - P.L. 85-864

PURPOSE: Provides funds for equipment (and minor remodeling necessary to use the equipment) to strengthen instruction in civics, economics, English, geography, history, mathematics, modern foreign languages, science, reading, and industrial arts.

SUBMISSION DEADLINE: April 15

INFORMATION MAY BE RECEIVED FROM: Dr. William May, Acting Chief
Bureau of NDEA Administration
721 Capitol Mall
Sacramento,
Phone (916) 445-6311

6
INDEX NUMBER

TITLE OF PROGRAM: Guidance, Counseling and Testing
Title V N.D.E.A. - P.L. 85-864

PURPOSE: To improve guidance programs in grades kindergarten through fourteen by making funds available as an incentive to school personnel to study and strengthen guidance, counseling, and testing services.

SUBMISSION DEADLINE: March 1

INFORMATION MAY BE RECEIVED FROM: Dr. Harland Reyburn
Pupil Personnel Services
721 Capitol Mall
Sacramento, 95814
Phone (916) 445-5065

7
INDEX NUMBER

TITLE OF PROGRAM: Head Start Child Development Center Program - Title II E.O.A. - P.L. 88-452

PURPOSE: Grants to Community Action Agencies, institutions of higher education, school districts, schools, or other nonprofit, nonpolitical organizations for Head Start Centers to provide individual and classroom services for economical disadvantaged preschool-age children and to provide school and welfare services for the children and their families.

SUBMISSION DEADLINE: Full year program: 90 days prior to beginning date of program;
Summer program: approximately November 30 each year

INFORMATION MAY BE RECEIVED FROM: Gus Noland, OEO
1211 16th Street
Sacramento, 95814
Phone (916) 445-7011

8
INDEX NUMBER

TITLE OF PROGRAM: Upward Bound
Title II E.O.A. - P.L. 88-452

PURPOSE: Grants to institutions of higher education and public and private secondary schools for programs to prepare and motivate secondary school students from low-income families to enter college.

SUBMISSION DEADLINE: January 3, 1969 for summer, 1969 programs

INFORMATION MAY BE RECEIVED FROM: Community Action Council
(In your area)

9
INDEX NUMBER

TITLE OF PROGRAM: Follow Through
Title II E.O.A. - P.L. 88-452

PURPOSE: Grants to eligible agencies on schools to enable them to provide special elementary school services and education for children who have had the preschool benefits of Project Head Start and other children whose families are economically disadvantaged. Services include comprehensive mental and physical health care, including nutritional services, psychological and social services, and instructional techniques particularly suited to the needs of disadvantaged children. Programs will be planned to utilize the resources of the community through the use of volunteers and community action agencies. In addition, parents of the Follow Through children

will comprise at least half of the membership of advisory committees to be set up in each program.

SUBMISSION DEADLINE: April 1

INFORMATION MAY BE RECEIVED FROM: Community Action Council
(In your area)

10
INDEX NUMBER

TITLE OF PROGRAM: Community Action Programs for Migrants and Seasonal Farm Workers
Title III E.O.A. - P.L. 88-452

PURPOSE: Grants to state and local government agencies, public agencies, institutions of higher education, public and private nonprofit schools, and private nonprofit organizations concerned with problems of migrants, for sponsoring programs of education, day car, housing and sanitation for migrants and seasonal farm workers and their families.

SUBMISSION DEADLINE: Not yet established

INFORMATION MAY BE RECEIVED FROM: Ralph Gunderson, OEO
1211 16th Street
Sacramento, 95814
Phone (916) 445-7011

11
INDEX NUMBER

TITLE OF PROGRAM: Work-Study Programs for Vocational Education Students
Vocational Education Act of 1963, P.L. 88-210

PURPOSE: Grants to local agencies or institutions to provide part-time jobs for youths who are full-time students in vocational training programs.

SUBMISSION DEADLINE: April 1

INFORMATION MAY BE RECEIVED FROM: Mr. Wesley Smith, Director
Vocational Education
721 Capitol Mall
Sacramento, 95814
Phone (916) 445-3314

12
INDEX NUMBER

TITLE OF PROGRAM: Allotments to States for Vocational Education Programs and Services
V.E.A. - P.L. 88-210
(George-Barden Act and Smith-Hughes Act)

PURPOSE: Grants to states for payments to local education agencies for programs of vocational instruction (including such areas as agriculture, home economics, trade and industry, distributive occupations, business and office education, health occupations), and for training of highly skilled technicians; vocational guidance and counseling services; programs of pre-employment and in-service teacher training; construction of area vocational education school facilities; research, demonstration, and experimental programs; and administration, supervision and other ancillary services.

SUBMISSION DEADLINE: April 1

INFORMATION MAY BE RECEIVED FROM: Mr. Wesley Smith, Director
Vocational Education
721 Capitol Mall
Sacramento, 95814
Phone (916) 445-3314

13
INDEX NUMBER

TITLE OF PROGRAM: Construction and Remodeling of Vocational Facilities
V.E.A. - P.L. 88-210

PURPOSE: Grants to states and local education agencies for the construction of area vocational education school facilities.

SUBMISSION DEADLINE: April 1

INFORMATION MAY BE RECEIVED FROM: Mr. Wesley Smith, Director
Vocational Education
721 Capitol Mall
Sacramento, 95814
Phone (916) 445-3314

14
INDEX NUMBER

TITLE OF PROGRAM: Training Programs for Vocational and Technical Education Personnel
V.E.A. - P.L. 88-210

PURPOSE: Grants to state boards of vocational education, public and private nonprofit local education agencies, institutions of higher education, and other public or private nonprofit agencies and institutions for short-term, summer programs to train and upgrade the skills of vocational and technical education personnel.

SUBMISSION DEADLINE: Not yet determined;
probably between November 1
and December 31, 1968

INFORMATION MAY BE RECEIVED FROM: Mr. Wesley Smith, Director
Vocational Education
721 Capitol Mall
Sacramento, 95814
Phone (916) 445-3314

15
INDEX NUMBER

TITLE OF PROGRAM: Financial Assistance for Strengthening Instruction in the Arts and the Humanities
National Foundation on the Arts and Humanities Act of 1965 - P.L. 89-209

PURPOSE: Grants to state education agencies and loans to private nonprofit schools for the acquisition of equipment to provide education in the humanities and the arts and for minor remodeling of classroom and other space needed for the effective use of this equipment.

SUBMISSION DEADLINE: February 1

INFORMATION MAY BE RECEIVED FROM: Dr. William May, Acting Chief
Bureau of NDEA Administration
721 Capitol Mall
Sacramento,
Phone (916) 445-6311

16
INDEX NUMBER

TITLE OF PROGRAM: Small Project Research

PURPOSE: Grants may be awarded to colleges, universities, state departments of education, or to other public or private agencies, organizations, groups, or individuals with institutional or organizational sponsorship. The activity must (1) be research or research-related, (2) show promise of improving education, (3) have general (not purely local) applicability, and (4) be directed toward communicable results. The term "research-related" is broadly interpreted to include such activities as the development of materials and improvement of instructional practices in general and specific areas, and the assessment and reevaluation of the results of research. Local projects must lead to findings significant for other settings if they are to be considered eligible for support under research authorizations.

The total investment by the Office of Education must be $10,000 or less and must be scheduled for completion within a period of eighteen (18) months.

SUBMISSION DEADLINE: Any time

INFORMATION MAY BE RECEIVED FROM: Regional Research Program
U.S. Office of Education/DHEW
Federal Office Bldg. Room 232
50 Fulton Street
San Francisco, 94102

17
INDEX NUMBER

TITLE OF PROGRAM: MDTA Training Programs
Manpower Development and Training Act of 1962
P.L. 87-415

PURPOSE: Payments to state vocational education agencies to provide local public education agencies, training institutions, cooperating organizations, and private educational or training institutions with funds for projects in vocational training and retraining (including basic literacy training) of unemployed and under-employed youth and adults, and persons in correctional institutions.

SUBMISSION DEADLINE: Any time

INFORMATION MAY BE RECEIVED FROM: Robert K. Eissler, MDTA Coordinator
721 Capitol Mall
Sacramento, 95814
Phone (916) 445-4740

18
INDEX NUMBER

TITLE OF PROGRAM: Education Professions Development
Act of 1967 - P.L. 90-35

PURPOSE: To attract and train those not currently in education, and to improve and extend competencies of professional educators and teacher aides at all levels. Emphasis is directed at schools located in concentrated areas of proverty or social tension.

SUBMISSION DEADLINE: Set in the spring of each year.

INFORMATION MAY BE RECEIVED FROM: Dr. C. Richard MacNair
Bureau of National Defense
Education Act Administration
Room 626
721 Capitol Mall
Sacramento, 95814
Phone (916) 445-6311

INDEX FOR SELECTED PROGRAMS

This index provides only an overview of the types of programs available, and the INDEX NUMBERS refer to the programs described in the previous section. An individual interested in writing an application should thoroughly review the current guidelines available for the specific funding source. A call to your Supplementary Educational Center can provide you with additional information.

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*(Probably one of the best comprehensive guides to Federal funding programs--this is a large file not generally available in libraries. A call to your area Supplementary Educational Center may prove helpful in locating this source.)